Tiffany Green 702.22

**Article #1: *Homeless Students and the Public School System* By: Ramona A. Hall**

This journal article concentrates on the troubles and difficulties that school-aged homeless children face living in a shelter or unstable environments around United States. It focuses primarily on the increased number of homeless families with children after the devastation of Hurricane Katrina and the lack of public housing as well as school aid that was available in their time of need. The author mentions the effects that homelessness has on children’s attendance and involvement and interaction in school. As a result, the article discusses several ways that school personnel can and should get involved in order to create and secure a safe and stable environment for children both in and out of school. Several resources were mentioned to help students tear down the barriers that separate them from feeling the social and emotional constraints that many homeless individuals feel. With the collaboration of both school and shelter personnel many changes can be created and implemented to decrease feelings of isolation and embarrassment and foster unity and productivity in the lives of many of these children in need.

Hall, R.A. (2007). *Homeless Students and the Public School System.*

*The Delta Kappa Gamma Bulletin*, 73, 9-12.

**Article#2: *Homelessness, Poverty and Children’s Literacy Development* By: Doris Walker-Dalhouse and Victoria J. Risko**

This article focuses on recognizing homelessness as a global problem that is growing and effecting education on a greater scale. The issue of homelessness has created many academic challenges for many students who are at a higher risk for emotional, physical, social and behavioral problems that can greatly intervene with children’s academic performance and attendance. As a result, teachers have devised a way to make the classroom feel more like a stable environment and still foster positive peer interaction. By doing so they make homeless students in particular feel more comfortable with their environment and develop a desire to express their feelings and needs. In addition, encouraging more parent and family involvement is a major key in building student’s self-esteem, academic performance and behavioral awareness. Creating academic programs with the united help of both school and community personnel who support and accelerate learning both in and after school will be beneficial in developing one-to-one tutoring, homework assistance, and teacher- family workshops. Educational support and partnerships are imperative in increasing the literacy in the classroom and enhancing self- confidence in the student.

Walker-Dalhouse, D., & Risko, V.J. (2008). *Homelessness, Poverty and Children’s Literacy*

*Development. The Reading Teacher*, 62, 84-6.

**Article#3: *Literacy Success With Homeless Children* By: Richard Sinatra**

Interestingly enough this article discusses an experiment done as a ‘comprehensive outcomes-based approach implemented over four summers with 240 homeless children residing in transitional facilities Of the New York City Department of Homeless Services’. In an effort to test how important stable housing is on the academic standings of homeless children, 240 homeless children were bused to a college campus to reside there for 10 days for a period of 3 weeks. Literacy tests were performed on all participants prior to their departure to their new mock *permanent* living quarters and supplemental school setting. A literacy based program was created that defined the dependent and independent variables of the experiment with a set measurement scale and rubric. The test compared the mean score of the student’s literacy abilities both before moving the campus facility and once the experiment was complete. In addition, students were asked to take a Reader Self Perception test to note the changes in the way they felt about themselves as a result of their academic improvement. This experiment proved that a stable living environment is a key factor in improving academic performance and success.

Sinatra, R. (2007). *Literacy Success With Homeless Children.*

*The Journal of At Risk-Issues*, 13, 1-9

**Article#4: *Playing the Play: What the Children Want* By: JoAnne Kraus**

This journal article focuses on the importance of dramatic play in literature and its link in expressing the emotions and imaginative play of homeless children in shelters. A homeless shelter in New York City by the name of Concourse House did an after school social experiment that encouraged the engagement of children with make-believe situations. Children had to develop and follow the process of making practical decisions within the story and playing the story out through dramatization. This social engagement helped to act as a reinforce of their understanding of life and the world around them as well as be an intentional healing power in their lives in terms of identifying and expressing their emotions.

Kraus, J. (2006). *Playing the Play: What the Children Want.*

*Language Arts*, 83, 413-21

**Article#5: *Child Welfare Involvement Among Children in Homeless Families* By: Jung Min Park, Stephen Metraux, Gabriel Brodbar and Dennis Culhane**

This article analyzes the statistical data of children admitted and re-admitted to homeless shelters found in New York City over a period of five years. The authors focus on the recurrent use and need for public shelters for 8,251 children and the link to an increased involvement of child welfare services. In addition, the article discusses the ages of children at admittance, domestic violence history as well as lack of family support. The connection between the increase rate of homeless children and child welfare intervention explains the need for community collaboration and an increase in services for this population.

Park, J.M., Metraux, S., Brodbar, G., & Culhane, D.P. (2004). *Child Welfare Involvement Among*

*Children in Homeless Families. Child Welfare*, 83, 423-436

**Article#6: *Barriers in Educating Children from Homeless Shelters: Perspectives of School and Shelter Staff* By: David Dupper and Anthony Halter**

This article explains the increasing rate of homeless families in the United States and the need to recognize that the rate of homeless children is increasing at an alarming rate. Studies show that there are not enough services provided to track the school attendance and performance of this population. Therefore, they are often ignored or simply overlooked. Homeless groups advocate for attention in areas of housing, education and economic assistance. Yet, concerning homeless children studies note that a large majority of them were not attending school on a regular basis for reasons that are preventable. As a result of these barriers, this article argues the importance of homeless shelters and local public schools to collaborate and advocate for the rights of homeless students in an effort to make a significant change in the social networks and services that are already in place to offer more aid and better assistance.

Dupper, D. & Halter, A. (1994). *Barriers in Educating Children from Homeless Shelters:*

*Perspectives of School and Shelter Staff. Social Work in Education*, 16, 39-45